

~~Majorie Small~~ (14 yrs. 8 mths). / V

## Bible Lessons.

Christmas Term, 1921.

Form IV.

- I. I. Give an account of the secret anointing of Saul. By what signs was God's approval to be shown?

Saul & one of his father's servants were searching for some asses which were lost. They passed through several places without finding the animals, & at last they came to Ramah, where Samuel dwelt. Saul suggested that they should stop there & go and see the prophet, & they did; and Samuel knew that they were coming, because God had told him the day before, that a man was coming, whom He had appointed to be captain over Israel. Saul & his servant stayed the night at Ramah, & in the early morning, when they were about to depart, Samuel told the servant to go on a little way. When he had done this, Samuel kissed Saul, & taking some oil, he poured it on his head, & said:—"Is it not because the Lord has appointed thee <sup>prince</sup> over Israel? And thou shalt reign over the people of the Lord, & I shall deliver them from the hand of their enemies round about."

God's approval was to be shown by the following signs:— When



Saul reached the Tomb of Rachel, at Zelzah, he would find two men there who would tell him that the asses were found, & that his father was mourning for him. Further on he would come across three men, one carrying three kids, one carrying some white loaves, & one carrying a bottle of wine. They would offer him the bread, & he was to take it. Then he was to go on to Gibeah, where there was a Philistine garrison. There he would meet a company of prophets, carrying musical instruments; they would prophesy, & he with them.

II. "Nay, but we will have a king." What warnings did Samuel give the people in this connection, & how did he present the king? What was the constitutional position of the king?

Samuel's sons, Joel & Abiah, judged Israel so badly that the people declared that they would have a king, so that they could be like other nations, & have a leader when they went to war. Samuel warned them that if they had a king he would take their young men to drive his chariots & to run before his chariot, & sow his fields with corn, & reap it when ripe, & to be captains of his fifties & of his thousands. He would <sup>take</sup> their daughters to make confectionery & to bake & spin. He would take a tenth part of all their seed, & give it to his servants, together with their vineyards & fields.



Saul was chosen by lot as king, & Samuel showed to the people & said: "See ye the man whom the Lord has chosen, that there is none like him among all the people?" And all the people shouted: "God save the king."

The king appointed all officials, whenever it was necessary to delegate his authority to someone. He was the leader & head of the army. He was the head the national Religion, & he sacrificed, dismissed & appointed priests, & blessed the people. He had no hand in law-making.

2. I. Describe the vision of St. Peter. What was its significance?

St. Peter was on the house-top, praying. He was then very much in the dark, as to what he should do. St. Paul, then newly converted, was full of plans for carrying the Gospels to the Gentiles. But Peter did not know what to do. He thought that if the Gentiles would accept these tidings, they would rebel against the rituals & strictness of the Jewish Church. Should they be told or not? Suddenly the sky became illuminated by a bright sheet, gathered up at the four corners, which <sup>contained</sup> ~~gathered~~ all the extant birds & animals. Peter heard a voice say: "Arise & eat." But he refused, because he had never eaten anything unclean. But he was commanded to eat, three times, & at last he did.



II. Give some account of the Church at Antioch, & of the city.

The Church at Jerusalem was persecuted by Herod, & many were scattered abroad by this persecution. Some went to Cyprus & some to Antioch. This city was celebrated for its beauty & the wickedness of the inhabitants. The men settled at Antioch, & started a great movement there. The people of Antioch were attracted by contrasting their own lives with those of these newcomers. The Church at Jerusalem, on hearing of the movement, sent Barnabas to Antioch, & soon afterwards Paul also went.

The city had one long straight street cutting right across it. It had a wall, fifty feet high, surrounding it, & it had fine buildings. The scenery round was beautiful.

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E. Marjorie Vinal. (Age: 14 yrs. 8 mths.).

Writing

Christmas Term, 1921.

Form IV.

Write Ten lines of poetry from memory.

" Break, break, break,  
On thy cold grey stones, O Sea!  
And I would that my tongue could utter  
The thoughts that arise in me."

" O well for the fisherman's boy,  
~~That~~ he shouts with his sister at play!  
O well for the sailor lad,  
That he sings in his boat on the bay!

" And the stately ships go on  
To their haven under the hill; "

Tennyson.



E. Marjorie Viall. (14 yrs. 8 mths.)

Dictation

Christmas Term, 1921.

Form IV.

Banquo: This guest of summer the temple-haunting martlet  
Does approve by his loved mansionry  
That the heaven's breath smells wooingly here;  
No jutty, frieze, buttress, nor coign of vantage,  
But this bird hath made his pendant bed  
And procrustean cradle; where they most breed  
And haunt, I have observ'd, the air is delicate.

Macbeth: Act I., Scene VI.



E. Marjorie Vinall. (14 yrs. 8 mths.)

English Grammar.

Christmas Term, 1921.

Form iv.

I. Analyse, parsing the words underlined;—

"More bounteous aspects on me beam,  
Me mightier transports move & thrill,  
So keep I fair through faith & prayer,  
 A virgin heart in work & will."

More

Adjective of Quality, comparative degree, qualifying "aspects."

on

Preposition.

me

Personal Pronoun, common gender, sing: no: 1<sup>st</sup> person, dative case.

mightier

Adjective of Quality, comparative degree, qualifying "transports."

So

keep

Transitive weak verb, active voice, indicative mood, present tense, singular no: 1<sup>st</sup> person.

Through

Conjunction, joining "So keep I fair" & "faith and prayer."

in

Preposition, joining "heart" To "work."



work

Common Noun, neuter gender, singular  
no: 3<sup>rd</sup> person, dative case.

will

Common Noun, neuter gender, singular  
no: 3<sup>rd</sup> person, dative case.

Analyse:- More bounteous aspects on me beam,  
The mightier transports move & thrill,  
So keep I fair through faith & prayer,  
A virgin heart in work & will.

Sentence	Subject	Ex: of Subj.	Predicate	Ext. of Pred.	Object.	Enlarg. of Obj.
More bounteous aspects on me beam.	aspects	more bounteous	beam		me	on
The mightier transports move and thrill.	Transports	mightier	move	and	me	
So keep I fair through faith & prayer a virgin heart in work and will.	I	So	Keep	fair through faith & prayer (manner)	heart (direct) in work & will (indirect)	a virgin



II. There are eight kinds of (a), Subjects, & eight kinds of (b), objects.  
Give examples of each in (a) & (b).

- |               |   |  |
|---------------|---|--|
| (a) Subjects. | (1). A Noun.                              | <u>Athens</u> was the name of the city.                                    |
|               | (2). A Pronoun.                           | <u>He</u> was a great mystic.  |
|               | (3). A Verbal Noun.                       | The <u>reading</u> of the newspaper at breakfast is quite a habit with us. |
|               | (4). An Infinitive.                       | To <u>drive</u> a motor-car needs practice.                                |
|               | (5). A Gerund.                            | <u>Feeding</u> chicken is interesting.                                     |
|               | (6). A Quotation.                         | " <u>Nisi Dominus frustra</u> " was the motto over the door.               |
|               | (7). An Adjective with a noun understood. | <u>The poor</u> of the village are polite.                                 |
|               | (8). A Noun-clause.                       | " <u>Robert Falconer</u> " was the title of the book.                      |
| (b) Objects.  | (1). A Noun.                              | <u>His</u> name was <u>Amelia</u> .  |
|               | (2). A Pronoun.                           | He very kindly met <u>me</u> .   |
|               | (3). A Verbal Noun.                       | They started <u>the sandbagging</u> .                                      |
|               | (4). An Infinitive.                       | He began <u>to climb</u> .   |
|               | (5). A Gerund.                            | When I arrived, they were <u>talking</u> .                                 |
|               | (6). An Adjective with a noun understood. | He very often visits <u>the sick</u> .                                     |
|               | (7). A Quotation.                         | He said, " <u>Quite so!</u> "  |
|               | (8). A Noun-clause.                       | I saw at once <u>what was the matter</u> .                                 |

III. Show in what different senses be, for, & mis, are used as prefixes.

Be is used in many senses as a prefix.

- (I.) To add force to Transitive verbs: e.g.: Bereath, Beclaud, Bespeakle.



- II. To turn Intransitive verbs into Transitive: - e.g.: - Bespeak, Bemoan.
- III. To make verbs out of Nouns or Adjective: e.g.: - Besiege, befriend.
- IV. To form part of prepositions & adverbs: e.g.: - Before, besides.
- V. To combine with nouns: e.g.: - Bequest, behest.

The prefix "for" is used in two senses:

- I. To add an intensive meaning: e.g.: - Forgive, forbear.
- II. To give a negative meaning: e.g.: - Forgo,

The prefix "mis" is used in one sense; it is inseparable; it means wrong:  
Misdeed, misfortune, mistake.



E. Marjorie Vinnall. (14 yrs. 8 mths.)

Literature.Christmas Term, 1921.Form IV.

- I. Write a sketch of the "Sage of Chelsea", & give, as far as you can in his style, a short paragraph about Dante.

Thomas Carlyle was born at Ecclefechan in 1795, & was the son of a stone-mason. His father had built the house in which they lived. Both parents were very poor, but they managed somehow to give all their children a good education. Thomas was sent to school when he was five years old, & he did not have a very happy time there; he had a violent temper, & because of this, his mother made him promise that he would never return a blow. So his schoolfellows, knowing that he would not hit back, used to torment him unmercifully. From there he went to another school at Annan, & then he went to Edinburgh University. Here he did not have a good time, either. Soon after this, he married a rich lady, Jane Welsh. They settled down on the outskirts of Edinburgh for a time, & then, finding that they could not afford it any longer, they moved to a house in the country, which belonged to Carlyle. Here they were so quiet that Carlyle had



plenty of time for writing; for although his father had wished him to become a minister, he had decided that he was not suited to it, & made up his mind to try his hand at writing. About now he started giving lectures, which were published afterwards in book form, under the name of "Sartor Resartus", which was not at all well received. But Carlyle made enough money to move to Cheyne Row, Chelsea. Here he started one of his greatest works, the "History of the French Revolution". He was still giving lectures, which were afterwards published. He was now quite famous, & his <sup>now</sup> best known books, "Life & Letters of Cromwell", & "Frederick The Great", made him more so. At the ~~age of~~ house in Chelsea, he became acquainted with Alfred Tennyson. When he was seventy-one, he was made Rector of Edinburgh University, & he went to make his speech there, when his wife suddenly died. After this, Carlyle did little writing, & lived a lonely, sad life for fifteen years, when he died, in 1881; he was eighty-five years old.

Dante Alighieri was born at Florence in the year 1265, and he came of a Guelph family. He was the greatest Italian poet that has lived, & was one of the three greatest poets in the world. His "Divine Comedy" will — or should do, — go down for all time as a great poem. He shows in it a marvellous power of writing as though he had actually seen the wonderful things which he describes, & so ~~well~~ marvellously well it is written, that we feel ourselves travelling with him, through the awful punishments —



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places of hell, the hill of Purgatory — the place of repentance and atone-  
ment —, and finally seeing with him the great wonders of Paradise.

II. Write a résumé of "The Princess", quoting favourite lines.

A Prince is betrothed in childhood to a Princess whom he has never seen. He always carries with him a lock of her hair and her portrait. When they are both grown up, the Prince's father sends ambassadors to ask Gama, the Princess' father, to arrange when the marriage shall take place. King Gama sends back in great distress to say that, although the Princess Ida is already betrothed, she has declared that she will never wed, and she has founded a college for women, where it is death for a man to enter. The Prince, with two his friends, all disguised as women, journey to this college and enter it. One day they go hunting with the Princess and all her women. Her pavilion is pitched in a grassy space amongst the trees. Here they all dismount and a meal is served. One of the girls sings a song, and then the Prince is asked to do so. He sings one of his own making, endeavouring to copy their treble voices. Then one of his friends, Florian, started singing a Tavern-song in his own voice, and in a moment all <sup>is</sup> ~~was~~ confusion. Ida <sup>is</sup> ~~was~~ on her horse in an instant, but while crossing over a river close by, she fell off the bridge into the water. The Prince jumps in



and manages to save her, with great difficulty. He then tries to escape, but is caught back. The Princess says that he has broken the oath which he took on entering the college, and must go. Then there is war between the two countries, and

the Prince is badly wounded by one of Ida's brothers.

The College is turned into a hospital and all the wounded are tended there. The Prince is nursed back to health. The Princess, whose determination never to marry has been broken by the sight of her portrait, which the Prince carried on him, and all ends happily.

### III. Write a sketch of Lady Macbeth.

Lady Macbeth might almost be called the most prominent person in the play "Macbeth." Macbeth himself, although not specially virtuous in any way, would probably have left most of his evil deeds undone had it not been for his wife. She urged him on to do all of them. When Duncan, then King of Scotland, came to visit them, Lady Macbeth was a perfect hostess, but at night she reproached her husband for his cowardice, when he trembled at the thought of murdering their guest. She herself went and smeared blood on the faces of the two grooms who slept with the King, so she had plenty of courage. Then, as the King's sons, Malcolm and Donalbain, fled on hearing the news of the murder, Macbeth was elected King, which was what



Lady Macbeth had schemed for, all along. She urged Macbeth  
To murder Banquo & his son Fleance when they were on  
their way to the banquet which was being given. When  
Macduff killed Macbeth, he killed Lady Macbeth too, with  
her children.

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E. Marjorie Vinall. (14 yrs. 8 mths.)

Algebra.Christmas Term, 1921.Form IV.I. Solve the equation:  $40 - 5x = 12 - x$ .

$$= 5x - x = 40 - 12.$$

$$= 4x = 28.$$

$$= \frac{28}{4} = 7. \therefore x = 7.$$

II. If  $a = 7 + x = -16$ , find the numerical value of: ✓  
 $\frac{a+x}{a-x} + \text{the square root of } \frac{a+x}{a+2x}.$

III. Solve the equation:  $5x - 17 + 3x - 5 = 6x - 7 - 8x + 115.$ 

$$= 8x - 22 = -2x + 108. \quad \checkmark$$

$$= 10x = 130. \quad \frac{130}{10} = 13. \therefore x = 13.$$



E. Marjorie Vinall. (14 yrs. 8 mths.)

## English History.

Christmas Term, 1921.

Form IV.

I. Show how Britain has come to possess so great an Empire.

The reason why Britain possesses such a great Empire, is because she learnt early, by experience, that the only way to keep colonies, once they are gained, is to give them independence, & let them govern themselves, & let them look after their own affairs.

II. What do you know of the Labour Party & Socialism?

The Labour Party is in opposition to the Coalition Government. Its members believe that every man should have his rights. They believe that a member of Parliament should associate more with the people than he does, & that if he did, more would be done by him towards helping his constituents. Many of them are absolutely dead set against anybody belonging to the "Upper Classes," & are therefore called "Communists" & "Bolshevism," but the reason is that they have seen so many people living in luxury, & almost at their doors



people near starvation.

Socialists believe that every should be equal, & they do their best towards this end. It is an ideal ambition, but impossible & impractical.

III. Give some account of Lord Kitchener's first command in Palestine, & his last command in the Great War.

Lord Kitchener's first command in Palestine was from 1894 till 1898; he was chiefly occupied in surveying & exploring.

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& she lost Alsace-Lorraine. By 1873 the indemnity was paid, the next few years were devoted to recuperation. In 1875 an extra battalion was added to each regiment. This nearly led to a fuss with Germany, but it was hushed up. By 1881, France was in the state as before the war in 1870, except for the loss of Alsace-Lorraine. The Republic devoted the next few years to colonial expansion. During this time Madagascar, Annam, Cochin China, French Guiana, & almost the whole of North-West Africa were gained. In 1886, an adventurer of the name of General Boulanger, known in songs of the day as "General Revanche", conspired with Bonapartists & others to overthrow the Republic. But he failed, & fled to Brussels. In 1894, a Jewish officer in the French army, Captain Dreyfus, was accused of selling plans to the German government. He was exiled, but seven years afterwards the evidence against him was proved to be false. In 1881 Tunis was occupied. There had always been a tremendous amount of jealousy between France & Great Britain, & perhaps never more so than when France was gaining so many colonies. But William II, German Emperor & King of Prussia since 1881, soon made ructions by his speeches, & France & Great Britain decided that it would be best to become allies. In 1907 the "Triple Entente" was formed between France, Great Britain, & Russia.

The two great men who helped to form the Third Republic were Thiers & Gambetta. Thiers was the first president.



III. Who were the chief Pyramid builders? What do you know of each?

The chief Pyramid builders were: Khufu, builder of the Great Pyramid; Khaf-ra, builder of the second Pyramid; & Men-kaura, builder of the Third Pyramid.

Khufu was a king of the IV<sup>th</sup> Dynasty, in the 37<sup>th</sup> Century B.C. He is sometimes known as Cheops. He reigned sixty-three years.

In the British Museum is a seated statue of him.

Khaf-ra was called by the Greeks, Chephren. There is, in the Museum, the cast of a statue of him, of which the original is at Cairo.

Menkaura, is sometimes spoken of as Mykerinos. He reigned for over sixty years, in the 35<sup>th</sup> Century B.C.

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E. Mayorie Vinall. (14 yrs. 8 mths.)

Citizenship.Christmas Term, 1921.Form IV.

- I. "To Think fairly requires knowledge + consideration". Illustrate by an example, + mention three subjects upon which the nation has to think fairly today.

A boy who was rather lazy, asked the gardener one day to do something for him, which was quite out of his (the gardener's) ordinary work. The gardener, who had rather a bad temper, refused, giving no reasons. The boy was about to say, "I will go + tell your master that you refused to do what I ask you," when he suddenly realised that the gardener ~~that~~ had quite enough to do of his ordinary work without having any more added, + that, making allowances for his bad temper, he was probably trying to do his duty in his work like other people. So he went immediately + did himself what <sup>he had asked</sup> the gardener to do.

Three subjects on which the nation has to think fairly today are:- The Irish Question, Famine in Russia + Austria, + Bolshevism.

- II. Describe the progress of Aemilius through Greece.



After King Perseus had surrendered himself, Aemilius travelled all through Macedonia & the rest of Greece. He was exceptionally kind to the conquered people. To the Macedonians he restored their laws, & their liberty, on condition that they paid to Rome an annual tribute of one hundred talents, whereas before, they had had to pay ten times as much to their king. He distributed among the cities much oil & corn that Perseus had laid in case there had been a long war. He also gave to his leaders money & treasures which had belonged to the king. As he passed through the city of Delphi, he noticed that a golden statue of Perseus had been placed on a white marble stand; where upon he ordered that one of himself should be placed there instead, for he said that it was fittest that the conquered should give way to the conqueror. Afterwards, being in the city of Olympia, he admired the statue of Zeus, which had been sculptured by Phidias. All the time he kept an open court, & was kind & courteous to everyone. Everyone was feasted magnificently & received a present. Aemilius used for these purposes the treasure which had been stored away by Perseus.

III. Give the substance of the speech of Aemilius on the death of his two sons.

Two of the four sons of Aemilius died soon after his return from Greece; one just before his triumph, & the other a few days afterwards.



On the occasion of their funeral, Aemilius made a speech in the market-place. He did not speak as one who had had a great sorrow himself, but rather as one who tried to comfort his fellow-citizens. He said that on earth he feared nothing, but he was afraid of Fortune. All through the war she had been kind to him, helping him, & allowing him to conquer the Macedonians, to capture their king, & to bring him & much spoil home safely. He said, that having been so favoured by her, he had been sure that some dreadful misfortune would come upon him, because if Fortune had favoured a man for a time, she was certain to turn away from him afterwards. And he said that when he had been sailing home with his captives & spoil, he had been afraid that the boat would sink. But when he had arrived in Rome safely he had known the misfortune was still to come. Now that it had come, in the shape of the death of his sons, he was afraid no longer. He said that the captive king Perseus was happy, compared with himself, for he had lost his kingdom but had kept his sons, whereas Aemilius, the conqueror, had lost his sons.

iv. What is to be said for & against military service as the duty of a citizen?

There are several things to be said for military service as a citizen's



duty. If every man had to serve in the army for a certain number of years, as happens in France, the country would be more prepared for a sudden war. And if this was made a law, people would not be so apt to think that they & their affairs were quite safe, because ~~other~~ people were fighting to make them so, & that while they paid taxes to help pay the soldiers, they need not think anything more about it. When men are fighting, if they fight at all, they ought to consider it an honour to be help in protecting their country.

Just as there are several things to be said for it, so there are things to be said against this military service as a citizen's duty. One is that if <sup>every</sup> man had to serve so many years in the army, when he came out of it, he would find very hard to settle down to a peaceful life at home, & he would most probably be so used to treating everybody in a rough way, that he would not get on with his neighbours. Again, why should people be forced to fight in a war that is none of their own making? Why should not the people who made the war fight it out amongst themselves? Military service almost certainly involves killing, probably in the most frightful manner, people with whom one has had no quarrel whatsoever; while, at home, if any~~one~~ man kills someone else with whom he has a deadly quarrel, he is hanged as a murderer.

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E. Marjorie Vinall. (14 yrs. 8 mths.)

## Geography.

Christmas Term, 1921.

Form IV.

- I. What do you know of the Eastern (United) States, their situation, industries + towns?

The Eastern States were the first to be settled in. The first <sup>permanent</sup> settlers were the "Pilgrim Fathers", who came from England to escape from the persecutions of James I., in 1620. They landed at a spot which afterwards became the site of the town of Boston named after the Boston in Lancashire, from which many of the settlers came. They named many places <sup>+ states</sup> after towns at home, — New York, New Hampshire, Boston, etc.:

Virginia was named after Queen Elizabeth, by Sir Walter Raleigh, who tried to get people to settle there, but his attempt was a failure. Carolina was named after Charles II., + Louisiana after Louis XIV., by the French settlers. Georgia was named after George II.

All the largest towns are on the East coast, or near the coast. The largest is New York, on the mouth of the Hudson River. It is celebrated for its tall buildings, + is the second largest town in the world. It has a very fine harbour. Washington



is the capital of the United States. The President lives there. It is not so large as New York. Boston is the chief town of Massachusetts, which is one of the New England States. In a suburb of the city is Harvard, the chief university in the whole of America. Further to the North is Lowell, the chief cotton manufacturing town. There is an enormous coal-field extending over the whole of Virginia, Ohio, & Kentucky. It is said to contain enough coal to supply the whole of the world for 4000 years. All the Eastern States have a warm climate.

## II. What are the Republics of South America? Describe one of them.

The Republics of South America are: Chile, Bolivia, Peru, Argentina, Colombia, Venezuela, Ecuador, Brazil, Paraguay, Uruguay.

Brazil is larger than the whole of Europe, & is the most peaceful & prosperous of the Republics of South America. It has been a Republic since 1889, when the reigning Emperor was deposed.

It is a very mountainous country, & has many forests.

The largest rivers are the Amazon and the San Francisco.

The Amazon is one of the largest in the world, & enters the Atlantic by eighty-four mouths. There are many gold, diamond, & topaz mines.

Of the twenty Brazilian States, only four are inland. Sugar is



grown in large quantities on the plains near the coast, & used to be the chief source of wealth, but now coffee is the chief export. Tobacco is grown, & in the unhealthy parts of the country, cotton grows freely. Rio Janeiro is the capital, & has a larger commerce than any city in South America. It is situated on beautiful bay. Bahia is another town, which has a fine cathedral & a lot of beautiful churches. Pernambuco is an important port, & slightly resembles Venice. San Paulo carries on a little commerce from its harbour, which is several miles away.

### III. What do you know of distinguished ships & seamen that fought at Trafalgar?

Thomas Masterman Hardy was the Captain of the "Victory", & was the youngest of Nelson's "band of brothers".

The commander of the British *See* Column was Vice-Admiral Collingwood, in the "Royal Sovereign". He ~~capt~~ took command of the fleet after Nelson was dead. He had ~~110~~ 100 guns, as had also the "Victory".

In command of the "Conqueror", a seventy-four, was Capt. Israel Pellew, the younger brother of Sir Edward Pellew.

In command of the French fleet was Vice-Admiral Villeneuve, in the "Bucentaure", of eighty guns. He was taken prisoner, & after being released, he committed suicide, rather than face



Napoleon's be reproached for the failure of plans, which had really been upset by wind & chance.

Admiral Gravina was the Spanish commander, in the "Principe de Asturias", of one hundred & twelve guns.

He died afterwards as the result of wounds received during the battle.

The <sup>largest</sup> Spanish ship was the "Santissima Trinidad", of one hundred & thirty guns, which was one of the largest ships then afloat. She was captured by the British "Prince", of ninety-eight guns.

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E. Marjorie Vinall. (14 yrs. 8 mths.).

Natural History.Christmas Term, 1921.Form IV.

I. How do plants get (a), water (b) food? What do you understand by biennial, perennial? Give a full description of a plant illustrating each.

(a). Plants suck up the water contained in the soil by means of the root, & it is passed up through the stem into the leaves & blossoms.

(b). Plants obtain food from the air by means of the leaves. A plant that is a biennial lasts only two years, if raised from seed. The first year is occupied by the root in storing food & water, & the leaves only appear as a tiny rosette just above the earth. The second year it flowers, & then dies.

A plant that is a perennial lasts for several years. The word is generally understood to mean trees or shrubs, but when the expression "herbaceous perennial" is used, it means herbs. A perennial ~~lasts for~~ generally does not flower for several years after it is sown.

The Mullein is a biennial. The first year, all that is visible is a tiny rosette of leaves. The next year, with the help of the food



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stored up in the root in the preceding year, a tall flower-stem appears. This bears flowers all the way up, seeds are made, & the plant dies.

Creeping Buttercup is a perennial. It flowers very soon after it is sown, & ~~(spreads)~~ creeps along by catching hold of any old twig, or root, or piece of grass. It lasts a great many years.

- II. Write a letter in the manner of Gilbert White on what you ~~observed~~ noticed in November.

16<sup>th</sup> Dec. 1921.

Dear —

There have, this autumn, been a great number of Robin Redbreasts in this neighbourhood. They are very tame & often come quite close to me when I walk in the garden.

There is an Owl, of which I do not know the name, which comes to sit in an old apple-tree close by, in the evenings, and which occasionally hoots in an exceedingly ghostly manner. This Owl lives in a barn near here, and I have once or twice gone in & have seen it roosting high up near the roof. There is a river quite close here, on which live two swans; but I have only one of them for a long time, I think the other must be dead.

The ~~first~~ first week in November, I saw two Mallards, or Wild Ducks flying over the river.

There were, until quite recently, a large number plants of Lapsella



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bursa-pastoris ~~was~~ on the garden-paths, looking quite un-  
withered, which I take to be very unusual.

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E. Marjorie Dinall. (14 yrs. 8 mths).

General Science.Christmas Term, 1921.Form IV.

- I. Show that heat is motion. How does this apply to ice, water, steam, & the sensations of heat <sup>and</sup> cold?

When the water in a kettle boils, the <sup>molecules</sup> ~~atoms~~ become so agitated that the water is forced through the spout, in the form of steam. When water becomes frozen, that is to say, when it becomes ice the molecules gradually move slower & slower until they stop altogether. When the ice is heated, the molecules are released and they move about more & more rapidly until the solid is made liquid. Water, when we say it is cold, is really full of violent though invisible motions, which, when the water is placed over a fire, become visible & more violent. When we say we are "hot" or "cold", it simply means that there is more or less motion in the air around us.

- II. What have you to say about the apparently movements of the sea, the movements of the ground?



In many parts of the world there is now dry land, where formerly the sea covered the spot. We have proofs of this, for in several places, on hills far removed from the sea, have the shells of sea-fish be found. In a part of Italy on the sea-shore, the Romans built a temple, the columns of which still remain. Some centuries after it was built, the ground sank, and the level of the sea rose to a point some good way up the columns. Then the ground rose again, & the sea level consequently sank, & shells & seaweed are still to be seen high up the pillars.

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E. Marjorie Vinal. (14 yrs. 8 mths).

Algebra.

Christmas Term, 1921.

Form IV.

I. Solve the equation:  $40 - 5x = 12 - x$ .

$$\begin{aligned} 40 - 5x &= 12 - x = 5x - x = 40 - 12. \\ &= 4x = 28 = \frac{28}{4} = 7. \therefore x = 7. \end{aligned}$$

II. If  $a = 7 + x = -16$  find the numerical value of  $\frac{a+x}{a-x}$  + the square root of  $\frac{a+x}{a+2x}$

III. Solve the equation:  $5x - 14 + 3x - 5 = 6x - 7 - 8x + 115$ .

$$\begin{aligned} 8x - 22 &= -2x + 108. \\ &= 8x + 2x = 108 + 22. \\ &= 10x = 130. \quad \frac{130}{10} = 13. \therefore x = 13. \end{aligned}$$



E. Marjorie Viall. (14 yrs. 8 mths.)

German

Christmas Term, 1921.

Form IV.

I. Translate into German, Reproduction III., page 186.

Ein alte Liège und eine junge zusammengekommen auf einem schmalen Steg, welcher vorbei ein Waldstrom gegangen. Diejenige welche zuerst auf die Brücke war, sagte zu der andern, "Ich mir aus dem Wege!" Aber es erwiderte: "Was fällt dir ein? Ich bin älter als Ihnen, und Sie welche jünger sind, scheinen nicht zu sich erinnern jenes die junge müssen nachgeben ~~geben~~ welche älter sind." Als die junge bestand an der Entschluss, es kam zu Tötlichkeiten. Der zuerst Stoss war so heftig, dass beide gestürzen in der Waldstrom und ertrinken war.

II. Use, in sentences, the prepositions, — mit, von, nach, bei, aus.

Mein Vater ist mit meine Mutter.

Ich kam von München gestern.

Ich ging nach Strassburg.

Er war bei den Weg.



Er kamt aus das Haus.

III. Parse the pronouns + Translate, — (a), Der gibt nach.  
(b), Den liebe ich. (c), Die weiss es. (d), Das bemerkte er. (e), Denen gebe ich  
Alles.

(a).	Der	Relative Pronoun, masculine gender, singular no: , 3 <sup>rd</sup> person, nominative case.
(b).	Den	Interrogative Pronoun, common gender, singular no: , 3 <sup>rd</sup> person, objective case.
(c).	Die	Demonstrative Pronoun, feminine gender, sing- ular no: , 3 <sup>rd</sup> person, nominative case.
(d).	Das	Demonstrative Pronoun, neuter gender, sing- ular no: , 3 <sup>rd</sup> person, objective case.
(e).	Denen	Pronoun, common gender, plural no: objective case.

(a). Who gives in. (b). Whom I love. (c). She knows it. (d). It noticed that. (e). To whom  
I give everything.



E. Marjorie Vinall. (14 yrs. 8 mths.:).

Italian.

Christmas Term, 1921.

Form IV.

- I. Make sentences, using the Italian for, — He has, He had. I shall have. They may have. I have had.

Ha dell'argento.

Aveva una casa in Parigi.

Avrà una lezione Venerdì.

Che essi abbiano un giardino fra poco.

Ho avuto una nuova vesta.

- II. Translate, — Here it is. Here they are. I am going to Paris. I have been to Athens. My father is at home.

Eccolo. Eccoli. Vado a Parigi. Sono stato a Atene. Mio padre è a dimora.

- III. Make three sentences, showing the different ways in which Italians



address one another.

When speaking to relations or to great friends: *Amo la tua vesta.*

When speaking to inferiors: *Voi avete delli pomi a ~~compro~~ vendere.*

When wishing to show respect: *Ella faceva una lezione ieri.*

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E. Marjorie Vinall. (14 years. 8 months).

French.

Christmas Term, 1921.

Form IV.

I. Describe, in French, "La Distribution des Prix".

Henri accompagnait M. et M<sup>me</sup>. Dubois au Lycée pour la distribution des Prix, et Jean et Marcel allaient avec leurs camarades. C'était la dernière distribution des prix pour Jean, car il avait passé son Baccalauréat, et allait à l'École de Médecin à l'Université. Ils entraient la cour du Lycée, et Henri observait une grande estrade; sur l'estrade il y avait des Tables chargées des jolis livres. Quand les autorités entraient, tout le monde se levait, et une musique militaire jouait la Marseillaise. Puis un professeur prononçait un discours. Quand M. et M<sup>me</sup>. Dubois virent leurs enfants recevoir leurs prix, ils rougissaient de plaisir. Jean et Marcel recevaient beaucoup des prix.

II. Use, in sentences, the First & Third Persons Singular Imperfect



Indicative of, — être triste, avoir peur, finir le travail,  
pouvoir le voir, souffrir.

J'étais triste parce que ma poule favorite était morte.

Il était triste, mais son frère était heureux.

J'avais peur du tonnerre.

Il avait peur de l'oiseau.

Je finissais le travail dernier l'école.

Il finissait le travail vite.

Je souffrais beaucoup de rhumatisme.

Il souffrait beaucoup parce que il tombait de son cheval.

III. Give, in sentences, the comparative + superlative of: un bon élève,  
vous travaillez bien, une langue difficile, un beau drame,  
un mauvais exemple.

Il est un meilleur élève que son frère.

Mon ami a le meilleur élève dans l'école.

Vous travaillez mieux que mon autre élève.

Vous travaillez le mieux en musique.

L'Allemande est une langue plus difficile que le Français.

Du Latin, le Français, et l'Allemande, l'Allemande est la langue  
la plus difficile.



"Ruy Blas" est un plus beau drame que quelconqu'autre.

« C'est le plus beau drame que j'ai vu à Londres.

Elle est une ~~pire~~ exemple à ses camarades que sa sœur.

Jean est le pire exemple dans l'école.

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# List of Subjects.

Bible Lessons.

Writing.

Dictation.

English Grammar.

Literature.

English History.

General History.

Citizenship.

Geography.

Natural History.

General Science.

Hygiene & Physiology.

Picture Talk.

Algebra.

German.

Italian.

French.

Musical Appreciation.